

# Inspection of Fairytales Day Nursery

Fairytales Day Nursery, Bourne Street, Dudley, West Midlands DY2 7AL

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Inspection date: 10 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time they spend at this welcoming and friendly nursery. They arrive with confidence, happily separating from their parents and readily joining in with the nursery routine. Children form strong bonds with staff who are kind, considerate and attentive to their needs. Children explore the well-resourced environment. Babies delight in playing with water, squealing with excitement as the water splashes them. Toddlers engage enthusiastically in action rhymes and songs, and pre-school children compare the marks they make in paint using the wheels on toy cars.

Staff have high expectations for children's behaviour. They provide age-appropriate reminders to children, giving them explanations of why certain behaviours are not acceptable. This helps children to learn the rules of the setting. As a result, children behave well, play cooperatively with their friends, and take turns.

Children learn about the importance of caring for the environment. They use rainwater collected in water butts in the garden in their play outdoors, and know that the peelings from their fresh fruit need to be saved for the compost bin. Children develop their independence skills by putting their shoes and coats on before going outside and learn to pour their own drinks. All children make good progress in their learning. They are gaining the skills they need to prepare them for their next stage of learning, including moving on to school.

## **What does the early years setting do well and what does it need to do better?**

- Staff have a good understanding of how young children learn and develop. They provide a varied curriculum using their observations and assessments to build on what children already know and can do. They plan experiences and opportunities based on children's current interests. Staff work closely with other professionals to ensure that children who may need extra support get the help they need to continue to make good progress.
- Children develop their speaking and listening skills. Staff engage children in regular and meaningful conversations and discussions. They ask questions and give children time to think and respond. Toddlers follow the actions of staff during song time and copy and repeat some familiar phrases. Babies respond to staff interactions and confidently respond with excited babble.
- Children learn to recognise and write letters in their name. Staff encourage older children to write for a purpose. For example, they are encouraged to create their own name places for their coat peg. Younger children are encouraged to make marks in paint.
- Key persons form close relationships with children. They offer emotional support, cuddles and comfort to children who are new to the nursery. Children

readily seek out staff for reassurance when they are tired, hungry or in need of comfort. Staff respond well to these cues. This helps children to feel emotionally secure in the nursery.

- Parents are very happy with the service provided. They compliment staff on their friendliness and approachability. They say that they would highly recommend the nursery to others. Parents are happy with the progress their children make at the nursery. However, staff do not always share with parents what they can do at home to help extend their children's learning and development even further.
- Children's good health is generally promoted well. All children have plenty of opportunities for fresh air and enjoy a range of activities in the two separate outdoor areas. Pre-school children enjoy being physically active. They learn to take managed risks, climbing the wooden ramp to reach the slide. Children are provided with a good range of healthy and nutritious meals and snacks, which meet children's individual dietary needs. However, some staff do not always take opportunities to teach children about the importance of personal hygiene routines, such as washing hands before eating snacks.
- Staff manage children's behaviour well, acting swiftly to stop any unwanted behaviour. Children are beginning to understand that their actions may affect other people's feelings. They use good manners, saying 'please' and 'thank you'. Staff praise children for their good behaviour and kind actions.
- Managers and staff are committed to providing good-quality care and learning experiences for all children. They continuously reflect on their provision to ensure it meets the needs of the children. Staff have regular opportunities to attend further training in order to build on their already good skills. They feel well supported by the manager.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues and are clear about the procedures to follow to share any concerns about children. They attend regular safeguarding training to ensure they have up-to-date knowledge. Staff have a secure knowledge of the whistle-blowing policy and know what to do if they are concerned about another staff member. They supervise children well and ensure a safe environment is maintained for them to play in. Robust procedures mean that only authorised persons can gain access to the nursery. Most staff hold current paediatric first-aid certificates and are available to respond to any accidents.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- enhance the good partnerships with parents further so that all parents consistently receive information about how they can support their child's individual learning at home
- support staff to consistently teach and reinforce children's understanding of the importance of personal hygiene practices.

## Setting details

<b>Unique reference number</b>	EY267429
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10221945
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	75
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Fairytales Day Nursery Limited
<b>Registered person unique reference number</b>	RP910357
<b>Telephone number</b>	01384 230400
<b>Date of previous inspection</b>	23 January 2019

## Information about this early years setting

Fairytales Day Nursery registered in 2003. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the deputy manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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